

# Results Analysis

## Deputy Minister's Message

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It has been a year of challenges, opportunities and new ways of doing business! With the reorganization that took place in May 1999, Premier Klein created a new ministry that is focused on the learning needs of all Albertans of all ages. With this mandate, our challenge was to come up with a plan of action that would best support an environment of lifelong learning in our province – a challenge that we not only accepted, but viewed as an opportunity.

One of our most valuable opportunities involved bringing together partners from all areas of the learning system to set a solid direction for Alberta Learning. We established a Transition Team comprised of staff, representatives of partnering ministries and stakeholders, which met regularly to build the new ministry structure and business plan. The Transition Team has become a model for the collaborative way of working that is being infused into everything we do. We all recognize that by working together, we serve our students best.

Through this partnership effort, staff and stakeholders successfully turned around a new 1999 – 2002 business plan, the goals of which are reported on in the next section. These goals and the work done to meet them represent some of the department's first steps as a fully reorganized, established Alberta Learning. They are the beginning of a plan that we are moving forward with over the next three years.

In reviewing the past year, I am proud to note three major outcomes. We came through a significant restructuring process that required a great deal of energy and perseverance. We launched several brand new initiatives to move our vision of lifelong learning forward in a real and concrete way. And most important, we upheld the level of service that Albertans expect

and deserve from the learning system. Our results demonstrate this: we met many of our targets and we're continuing to look at opportunities for improvement. I thank all staff, internally and system-wide, for making it all happen.

It is with pride that I point to our Summary of Accomplishments located in Appendix 1 of this report. As a summary, even this is only a snapshot of our achievements for the 1999/2000 fiscal year. It is a glimpse, however, of the important and exciting work underway in the learning system and our continuous process of striving for excellence.

Maria David-Evans  
Deputy Minister



## **REPORT OF THE AUDITOR GENERAL ON THE RESULTS OF APPLYING SPECIFIED AUDITING PROCEDURES TO KEY PERFORMANCE MEASURES**

To the Members of the Legislative Assembly:

I have performed the following procedures in connection with the Ministry of Learning's performance measures included in the *1999-2000 Annual Report of the Ministry of Learning* as presented on pages 19 to 63.

1. Information obtained from an independent source, such as Statistics Canada, was agreed with the information supplied by the stated source. Information provided internally was agreed to the reports from the systems used to develop the information.
2. The calculations that converted source information into reported measures were tested.
3. The appropriateness of the description of each measure's methodology was assessed.

As a result of applying the above procedures, I found no exceptions. However, these procedures do not constitute an audit of the set of performance measures and therefore I express no opinion on the set of performance measures included in the *1999-2000 Annual Report of the Ministry of Learning*.

[Original Signed by Peter Valentine] FCA  
Auditor General

Edmonton, Alberta  
September 19, 2000

[The official version of this Report of the Auditor General, and the information the Report covers, is in printed form.]

# Goal 1 - High Quality\* Learning Opportunities

## OUTCOMES

### Flexibility and Responsiveness:

- The learning system meets the needs of all learners, society and the economy.
- The learning system is flexible and provides a variety of programs and modes of delivery.

### Accessibility:

- All Albertans can participate in learning.
- Albertans with special needs can participate in learning.

### Affordability:

- Cost is not a barrier to learners participating in learning opportunities.
- The learning system is affordable.

✓	Met or exceeded target
=	No change
↑	Improved performance
↓	Performance decline

There are six Ministry core measures to assess and report on the goal of High Quality Learning Opportunities for Albertans. **Overall, two targets were met, one measure showed improvement and three remained unchanged.**

## PERFORMANCE HIGHLIGHTS

✓ **Quality of Basic Education** – Student and parent satisfaction with the quality of education has remained high in recent years, with results for students at 95% and for parents at 87% in 1999/2000. Public satisfaction also has been constant.

↑ **Preparation of Adults for the Workforce** – Public satisfaction that adults are being prepared for the workforce has increased from 73% in 1995/96 to 76% in 1999/2000.

= **Adult Participation in Learning** – One in three adult Albertans participates in credit or non-credit programs.

= **Services for Special Needs Children** – Parent satisfaction with support services for their children with severe special needs has remained stable within the confidence interval.

✓ **Post-Secondary Tuition Revenue** – Tuition revenue comprises 22.1% of net operating

expenditures and remains well within the legislated 30% cap.

= **Opportunities for Involvement** – Parent and public satisfaction with opportunities for involvement in schools has remained stable since 1995/96, with results of 78% and 66% respectively in 1999/2000. Satisfaction with actual involvement of both groups increased from 1995/96 to 1999/2000.

## OPPORTUNITIES FOR IMPROVEMENT

- **Preparation of Adults for the Workforce** – Although satisfaction that adults are being prepared for the workforce has increased over the past few years, results remain below our target of 80%.

- **Services for Special Needs Children** – The percentage of parents satisfied with support services for their children with severe special needs is just below our target of 80%.

(\*Quality = Up to date, available, accessible, affordable, responsive, recognized, high standards)

## GOAL I CORE MEASURES

### Quality of Basic Education

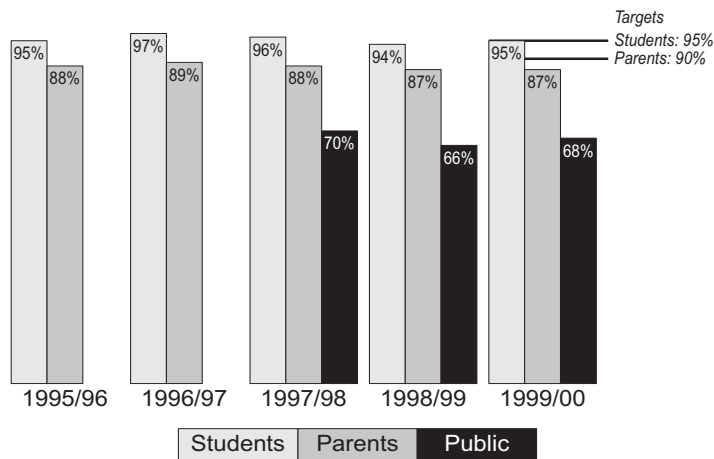
#### TARGET:

- Target for student satisfaction was met.
- Target for parent satisfaction was met when the confidence interval is taken into account.
- No target was set for public satisfaction for 1999/2000.

#### ANALYSIS:

- Student, parent and public satisfaction has remained constant in recent years.

#### High School Student, Parent and Public Satisfaction with Overall Quality of Education



Source: Alberta Learning: Environics West – 1995, 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.1.

### Preparation of Adults for the Workforce

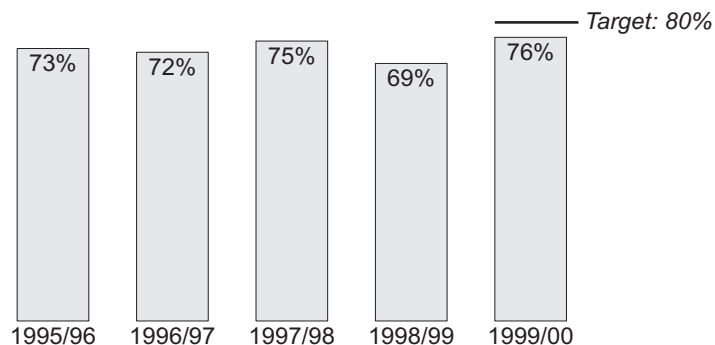
#### TARGET:

- Progress made toward the target of 80%.

#### ANALYSIS:

- Satisfaction rose from 1995/96 to 1999/2000.
- Satisfaction in 1998/99 varies from the historical trend, possibly due to sampling variation.

#### Public Satisfaction that Adult Learners are Prepared for the Workforce



Source: Alberta Learning: Government Omnibus – 1996, 1997; Banister Research & Consulting, Inc. – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- Significant difference: 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.2.

## GOAL I CORE MEASURES (CONTINUED)

### Adult Participation in Learning

#### TARGET:

- Target set for 1999/2000 – to maintain or improve national ranking – not applicable as comparative information was not available.

#### ANALYSIS:

- One in three adult Albertans participate in credit or non-credit programs.
- These results give an overall view of adult access to learning through the province's extensive system of post-secondary institutions, Community Adult Learning Councils, employer-sponsored training, Career Development Centres, Canada-Alberta Service Centres and private providers.

#### Percentage of Adults who Report Participation in Credit and Non-Credit Courses



Source: Alberta Learning: Banister Research & Consulting, Inc. – 1999; Criterion Research Corp. – 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.3 for data previously reported for this measure, which is not comparable to data provided above.

### Services for Children With Special Needs

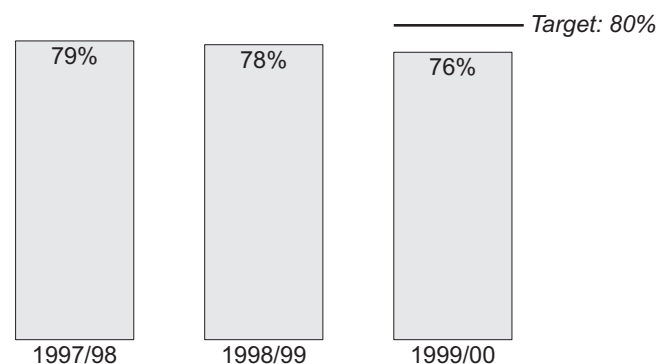
#### TARGET:

- Target of 80% was not met.

#### ANALYSIS:

- A substantial majority of parents with children who have severe special needs continue to be satisfied with services for their child.
- The results are stable over three years when the confidence interval is taken into account.

#### Satisfaction of Parents of School Children With Severe Special Needs with Support Services for Their Child



Source: Alberta Learning: The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- Endnote C, measure 1.4 provides additional data on parent satisfaction with various aspects of services for their children, and with access to specific services.

**GOAL I CORE MEASURES (CONTINUED)**

**Revenues to Support Post-Secondary Credit Institutions**

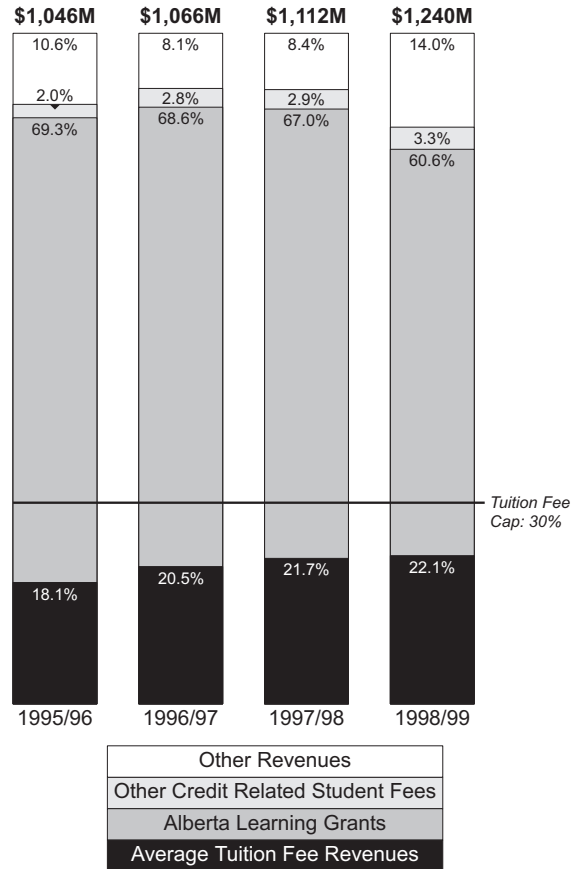
**TARGET:**

- Target met - tuition fee revenues remain within the 30% cap.

**ANALYSIS:**

- The percentages of revenues from tuition fees have increased over the last four years overall but are still within the legislated 30% cap.
- The tuition fee policy applies to each public post-secondary institution and is monitored by the department.
- Students and their families are paying a larger share of the cost of instruction in credit programs provided by public post-secondary institutions.
- The dollar value of provincial grants to post-secondary institutions has increased although grants are a smaller proportion of revenue sources for credit programs.

Sources of Funding for Post-Secondary Credit Programs as a Percentage of Net Operating Expenditures



Source: Alberta Learning.

Notes:

- Public college information for 1997/98 and 1998/99 has been updated.
- The four vocational colleges became board-governed institutions in 1997/98. Public College information has been updated to include the former vocational colleges.
- 1996/97 information does not add to 100 due to rounding.
- See Endnote C, measure 1.5.

## GOAL 1 CORE MEASURES (CONTINUED)

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### Opportunities for Involvement in Schools

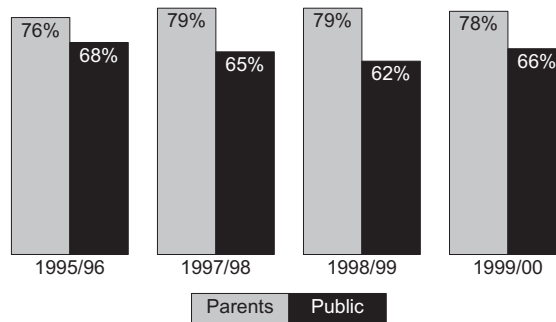
#### TARGET:

- No target was set for 1999/2000.

#### ANALYSIS:

- Parent and public satisfaction with opportunities for involvement in school decision making is fairly stable over several years.

#### Parent and Public Satisfaction with Opportunities for Involvement in School Decisions (New Core Measure)



Source: Alberta Learning: Environics West – 1995, 1996; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- Question was not asked in 1996/97.
- See Endnote A for confirmation on Alberta Learning's surveys.
- See Endnote C, measure 1.6.

## GOAL I SUPPLEMENTARY MEASURES

### Involvement in Schools

#### ANALYSIS:

- Satisfaction with actual involvement of both parents and the public increased from 1995/96 to 1999/2000.
- Results enhance understanding of parent and public satisfaction with opportunities for involvement, page 23.

#### Parent and Public Satisfaction with Actual Involvement in School Decisions

	1995/96	1996/97	1997/98	1998/99	1999/00
Parents	44%	—	52%	54%	54%
Public	26%	—	30%	31%	36%

Source: Alberta Learning: Environics West – 1995, 1996; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- Significant Difference 1995/96 → 1999/2000 for both groups. See technical note on significant differences in survey results over time, Endnote B.
- Question was not asked in 1996/97.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.7.

### Safe and Caring Schools

#### ANALYSIS:

- A large percentage of both parents and students continue to agree that schools provide a safe and caring environment.
- Results support satisfaction with the overall quality of basic education (see page 20).

#### Parent and Student Agreement That Their School Provides a Safe and Caring Environment

	1998/99 A Safe Environment	1999/00 A Safe Environment	1998/99 A Caring Environment	1999/00 A Caring Environment
Parents	90%	88%	89%	86%
Students	90%	92%	86%	87%

Source: Alberta Learning: The Advisory Group – 1999; Criterion Research Corp. – 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.8.



## GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

### Apprentice Training and Work Experience

#### ANALYSIS:

- A large majority of 1997/98 apprentice graduates were satisfied with the quality of their work experience and technical training.
- Results of a similar survey two years earlier of the 1995/96 graduates, which are not comparable because a different methodology was used, also indicated high levels of satisfaction among apprenticeship graduates.
- Results support satisfaction with the preparation of adults for the workforce (see page 20).

#### Satisfaction of Apprentice Graduates, 1998/99



Source: Alberta Learning: Nichols Applied Management – 1999.

#### Notes:

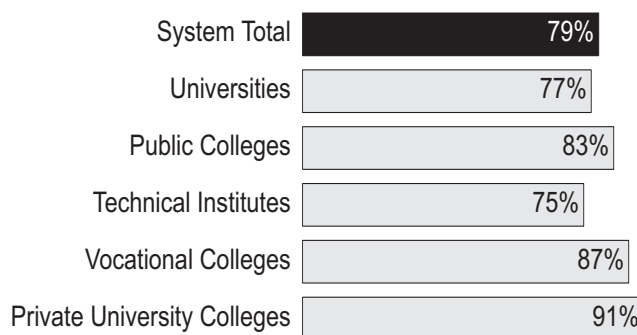
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.9.

### Quality of Post-Secondary Education

#### ANALYSIS:

- A substantial majority of post-secondary graduates are satisfied with the overall quality of their post-secondary education.
- Only 4% expressed dissatisfaction; the remainder were neutral.
- Previous results, which are not comparable because a different methodology was used, also indicated high levels of student satisfaction in all sectors.
- Results add to our knowledge about satisfaction with the preparation of adults in workforce (see page 20).

#### Percentage of Recent Post-Secondary Graduates Satisfied with the Overall Quality of Their Education



Source: Alberta Learning.

#### Notes:

- Latest available survey information is reported. Results include information on 1995/96, 1996/97 and 1997/98 graduates, depending on timing of institution surveys.
- Information from Grant MacEwan and NorQuest graduates are not included in Public Colleges as the results are not comparable.
- See Endnote C, measure 1.10.

## GOAL I SUPPLEMENTARY MEASURES (CONTINUED)

### Post-Secondary Credit Enrollment

#### ANALYSIS:

- Between 1995/96 and 1998/99, enrollment in post-secondary credit programs grew by over 6200 FLEs or 5.7%.
- Targeted funding through the Access Fund created an estimated 790 additional spaces in 1998/99 in high demand programs.
- Strong post-secondary credit enrollment indicates that, despite the strong economy and low rate of employment, Albertans are involved in and value learning.
- Results demonstrate the extent of adult participation in credit programs, providing further information on adult access to learning (see page 21).

#### Credit Enrollment in Post-Secondary Institutions (Full-Load Equivalent)

Sector	1995/96	1996/97	1997/98	1998/99
Universities	50,186	52,041	52,845	54,316
Vocational Colleges	11,742	10,294	---	---
Technical Institutes	16,882	17,807	18,548	19,766
Public Colleges	27,775	28,972	39,266	38,816
Private University Colleges	2,503	2,318	2,337	2,433
Total	109,088	111,432	112,996	115,331

Source: Alberta Learning.

#### Notes:

- Credit enrollment includes learners enrolled in degree, diploma, certificate and other credit offerings.
- The four vocational colleges (AVCs) became board-governed institutions in 1997/98. Public college information for 1997/98 and 1998/99 includes the former vocational colleges.
- See Endnote C, measure 1.11.

## GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

### Post-Secondary Programs

#### ANALYSIS:

- This information demonstrates the variety of post-secondary programs and subject areas of study available to Albertans.
- Programs are available both in traditional classrooms throughout the province and through distance delivery mechanisms to facilitate access.

#### Enrollment by Program Type, 1998/99 (New)

Program Type (credential)	Enrollment (FLEs)	Percent of Total
Degree Programs		
Bachelor Degree	46,367	40.2%
University Transfer	6,741	5.8%
Master's Degree	5,014	4.3%
Ph.D. and Doctoral Degree	2,057	1.8%
Applied Degree	899	0.8%
Career Programs		
Diploma	21,050	18.3%
Certificate	5,798	5.0%
Other – Post-Diploma	606	0.5%
Trade Certificate	541	0.5%
Preparatory and Basic Upgrading	10,331	8.9%
General Studies	7,944	6.9%
Skill Training	4,003	3.5%
Apprenticeship Training	3,980	3.5%
Total FLE Enrollment	115,331	100.0%

#### Enrollment by Aggregate Subject Areas, 1998/99 (New)

Subject Area	Enrollment (FLEs)	Percent of Total
Arts and Science	32,497	28.2%
Engineering/Engineering Technologies	17,308	15.0%
Business and Related	14,945	12.9%
Preparatory and Basic Upgrading	10,375	19.0%
Education including Early Childhood	8,913	7.7%
Health Related such as Nursing	6,483	5.6%
Computing and Information Technology	4,600	4.0%
Social and Community Services, incl. Law	4,030	3.5%
Medicine and Dentistry, including		
Dental Technology	2,948	2.6%
Fine and Performing Arts	2,928	2.5%
Services and Hospitality	2,159	1.9%
Agriculture	2,050	1.8%
Unclassified and Other	6,095	5.3%
Total FLE Enrollment	115,331	100.0%

Source: Alberta Learning.

#### Note:

- Unclassified and Other in the Enrollment by Aggregate Subject Area table includes those whose subject area of study is unknown.
- See Endnote C, measure 1.12.

## GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

### Enrollment In Selected Alternatives in the Public Education System

#### ANALYSIS:

- Outreach programs and charter schools are relatively new choices in Alberta's public education system and are attracting students interested in these options.
- The enrollment increase in virtual programs, another fairly new choice, reflects advances in technology and growing interest in on-line learning.
- A total of 8,260 students were enrolled in home education in 1999/2000 when those supervised by private schools are included.
- The alternatives presented in the table represent only a small portion of the choices available to Alberta's students. Since 1995/96, students have been able to attend any public or separate school as long as space is available.
- In 1999/2000, 555,103 students attended public and separate schools, and 26,493 students attended private schools. Of these, 2,619 were enrolled in private ECS.
- The information on school and program choices enhances understanding of parent decision making in the basic learning system (see page 23-24).

#### Enrollment in Selected Delivery Choices in Public Education

	1996/97	1997/98	1998/99	1999/2000
<b>Outreach Programs</b>				
• Number of Students	—	—	3,465	5,070
• Percent of Students	—	—	0.6	0.9
• Number of School Boards	—	—	29	39
<b>Charter Schools</b>				
• Number of Students	1,467	2,133	1,716	2,074
• Percent of Students	0.3	0.4	0.3	0.4
• Number of Charter Schools	8	11	9	10
<b>Virtual Programs</b>				
• Number of Students	595	1,701	3,623	4,041
• Percent of Students	0.1	0.3	0.7	0.7
• Number of School Boards	9	16	26	28
<b>Home Education Programs</b>				
• Number of Students	5,891	5,795	4,698	4,379
• Percent of Students	1.1	1.1	0.9	0.8
• Number of School Boards	60	59	57	57

Source: Alberta Learning.

#### Notes:

- The public education system includes public, separate and francophone school jurisdictions, and charter schools.
- Students also registered in a Home Education program are excluded from the Virtual Programs enrollments.
- See Endnote C, measure 1.13.

## GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

### Perceptions on Access to Lifelong Learning

#### ANALYSIS:

- Perceptions of the accessibility of the learning system are generally positive.
- Learners (both high school students and adult learners) and parents have the highest results, while results for the public are somewhat lower.
- Agreement of adult learners increased between 1997/98 and 1999/2000.
- Information addresses access to learning, a key Ministry outcome.

#### Agreement of Learners, Parents and the Public on Albertans' Access to Learning Opportunities

	1995/96	1996/97	1997/98	1998/99	1999/00
"Learners Have Ease of Access to Lifelong Learning"					
Parents (re: all learners)	—	—	—	—	75%
High School Students (re: all learners)	—	—	—	—	85%
Public (re: all learners)	—	—	—	—	63%
"Most Adults are able to Access the Education or Training They Want"					
Adult Learners	—	—	63%	66%	75%
Public	72%	69%	64%	66%	71%

**Source:** Alberta Learning; Government Omnibus – 1996, 1997; Banister Research & Consulting, Inc. – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- Significant difference for adult learners: 1997/98 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.14.

### Post-Secondary Student Assistance

#### ANALYSIS:

- The average post-secondary assistance award, including loans, grants and bursaries, has increased each year, reflecting rising student tuition and living costs.
- In 1999/2000, the average combined cumulative federal and provincial student loan debt after provincial loan forgiveness for all client types was \$12,065 for students in their final year of study.
- The minimum amount a student must borrow before qualifying for loan forgiveness is \$10,000 for a two-year college program and \$20,000 for a four-year university program.
- The information demonstrates the support provided to ensure that cost is not a barrier to participation in post-secondary programs, a key Ministry outcome.

#### Average Post-Secondary Student Assistance Award

	1997/98	1998/99	1999/2000
Average student assistance award	\$6,383	\$6,643	\$7,082

**Source:** Alberta Learning.

#### Note:

- See Endnote C, measure 1.15.

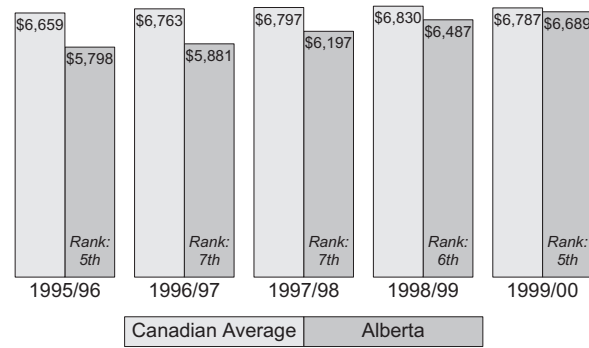
**GOAL I SUPPLEMENTARY MEASURES (CONTINUED)**

**Per-Student Spending**

**ANALYSIS:**

- Spending per student (ECS-12) in Alberta increased 15% from 1995/96 to 1999/2000.
- The gap between spending per student in Alberta and the Canadian average has decreased from \$861 in 1995/96 to \$98 in 1999/2000.
- Alberta ranked 5<sup>th</sup> among provinces on spending per ECS-12 student in 1999/2000.

**Average per Student Spending (ECS-12): Alberta and Canada**



Source: Statistics Canada: *Education Quarterly Review*, Vol. 6/No.3 (2000); Vol. 5/No.3 (1999).

Note:

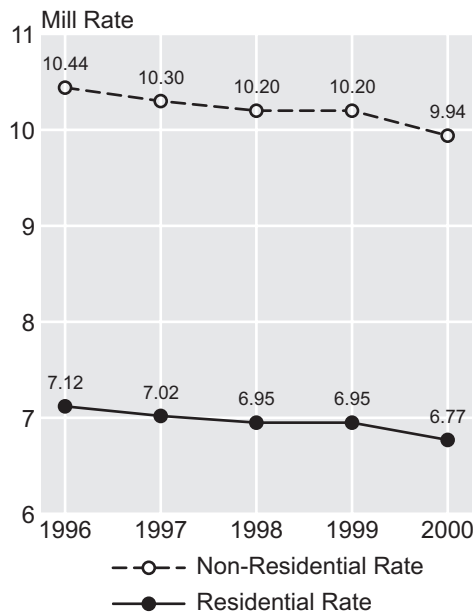
- See Endnote C, measure 1.16.

**Property Tax Rates for Education**

**ANALYSIS:**

- The proportion of education funding paid through property taxes is decreasing. This lessens the impact of rising basic education costs on property owners.
- Government has been reducing mill rates on both residential and non-residential properties since assuming responsibility for the education property tax in 1994.
- The education property tax has provided about \$1.3 billion each year in the past several years for use in public and separate schools.

**Annual Provincial Equalized Education Property Tax Rates**



Source: Alberta Learning.

Note:

- See Endnote C, measure 1.17.

## GOAL I SUPPLEMENTARY MEASURES (CONTINUED)

### Revenue Sources for Post-Secondary Institutions

#### ANALYSIS:

- Although provincial grants represent a declining share of total revenue over the last four years, grants to public post-secondary institutions increased from \$765 million in 1995/96 to \$863 million in 1998/99.
- Tuition fee revenues have increased every year.
- The share of revenue generated through non-credit program activities and ancillary services have remained fairly constant.
- While the revenue share of federally funded sponsored research has slightly declined, total revenues from this source have increased from \$81.8 million in 1995/96 to \$88.1 million in 1998/99.
- Institutions have been successful in increasing other revenues both as a total share of revenue and in absolute dollars.
- This information provides an overall view of post-secondary revenues.

### Institutional Cost Per Post-Secondary Learner

#### ANALYSIS:

- Costs are comparable across the public system, whether a student attends university, college or a technical institute.
- Private university colleges have smaller class sizes, which contributes to higher per-learner costs.
- This information provides a perspective on post-secondary spending.

#### Total Institutional Revenues by Source

	1995/96	1996/97	1997/98	1998/99
Total Revenues (\$ billions)	\$1.61	\$1.68	\$1.81	\$1.94
Provincial Grants	47.5%	46.1%	46.5%	44.5%
Tuition Fee Revenues	11.8%	13.1%	13.4%	14.1%
Non-Credit Revenues	4.1%	4.0%	4.3%	3.9%
Ancillary Services Revenues	8.1%	8.5%	8.0%	7.8%
Sponsored Federal Research Revenues	5.1%	4.8%	4.4%	4.5%
Other Revenues	23.4%	23.5%	23.4%	25.2%

Source: Alberta Learning.

#### Notes:

- Provincial Grants includes all provincial funding provided to post-secondary institutions, including that provided by other ministries, i.e. Infrastructure and Innovation and Science.
- See Endnote C, measure 1.18.

#### Average Institutional Cost per FLE Learner – Post-Secondary Credit Programs

Sector	1995/96	1996/97	1997/98	1998/99
Universities	\$ 7,474	\$ 7,257	\$ 7,702	—
Public Colleges	\$ 8,176	\$ 8,195	\$ 8,516	\$ 9,020
Technical Institutes	\$ 8,332	\$ 8,063	\$ 8,746	\$ 9,046
Private University Colleges	\$10,016	\$10,882	\$11,164	\$10,583

Source: Alberta Learning.

#### Notes:

- The four vocational colleges became board-governed institutions in 1997/98. Public college information has been updated to include the former vocational colleges.
- Universities information excludes research.
- For 1998/99, information for universities was not available at the time of publication, public colleges information does not include Alberta College of Art and Design, Grant MacEwan College, Medicine Hat College and Olds College, and private university colleges does not include Canadian University College.
- See Endnote C, measure 1.19.

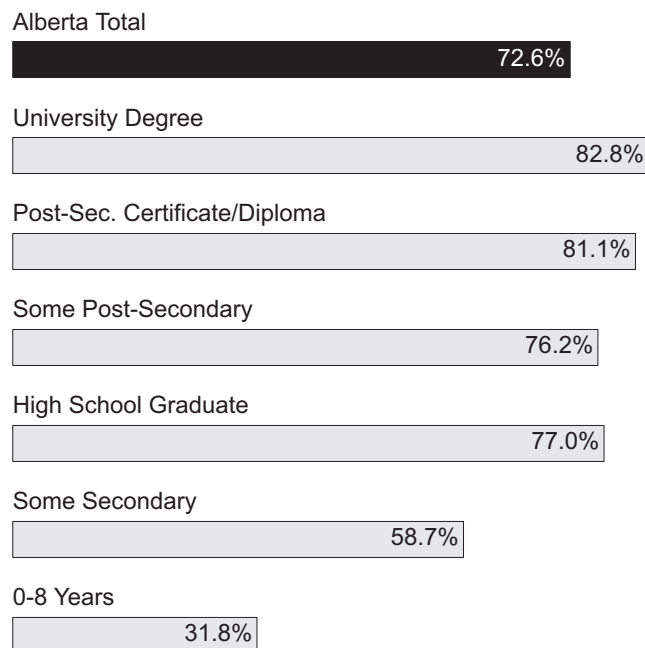
## GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

### Relationship Among Education Level, Labour Force Participation and Unemployment

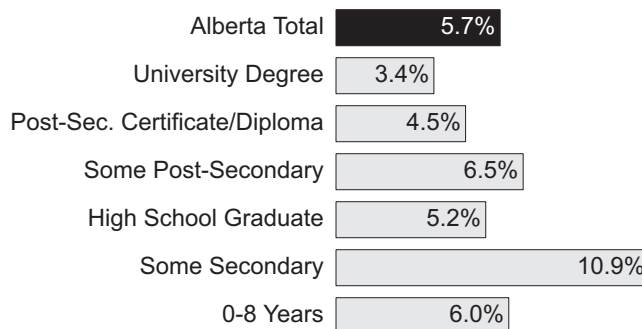
#### ANALYSIS:

- There is a strong relationship between educational attainment and labour market success, which is consistent over time.
- Overall, the high labour force participation rates, coupled with low unemployment rates, indicate that most Albertans are in the labour market and are successful in finding and maintaining employment.
- Albertans with university degrees and post-secondary diplomas experience the greatest labour market success. Unemployment rates for these two groups continue to be low, reflecting employer demand for a well-educated workforce.
- Albertans with lower levels of education are less likely to participate in the labour force and have higher unemployment rates. Some of these individuals are still in school.
- Results demonstrate that the learning system meets the needs of society and the economy, a key Ministry outcome.

#### Labour Force Participation Rates of Albertans by Educational Attainment, 1999



#### Unemployment Rate of Albertans by Educational Attainment, 1999



Source: Statistics Canada, Labour Force Survey, 1999.

Note:

- See Endnote C, measure 1.20.



## Goal 2 – Excellence in Learner Achievement

### OUTCOMES

Learners demonstrate high standards across a full range of areas (optimizing full potential).

Learners complete programs.

There are four Ministry core measures and six targets for the goal of Excellence in Learner Achievement. **Overall, one target was met, results improved in one core measure and remained the same in the rest.** The following are the 1999/2000 performance highlights.

- ✓ Met or exceeded target
- = No change
- ↑ Improved performance
- ↓ Performance decline

### PERFORMANCE HIGHLIGHTS

= **Quality of Teaching** – A high percentage of parents and students continue to agree that teachers help students achieve learning expectations and high standards. Parent and student agreement has remained constant in recent years, with results of 80% and 92% respectively in 1999/2000.

↑ **Grades 3, 6, 9 Achievement Tests, Acceptable Standard** – An increased proportion of students (over 84%) achieved the acceptable standard, just below the target of 85%. The acceptable standard was achieved or nearly achieved in seven of ten tests, including all tests in grades 3 and 6.

✓ **Grades 3, 6, 9 Achievement Tests, Standard of Excellence** – An increased proportion of students (almost 20%) achieved the standard of excellence, exceeding the target of 15%. The target was met or exceeded in nine of ten tests.

= **Grade 12 Diploma Exams** – Overall, students continue to achieve standards in the same number of diploma examinations.

**National Science Test Results** – Alberta students performed better than national expectations and better than the Canadian

average. These results provide a broader context for understanding student results on provincial achievement tests and diploma exams in the sciences.

= **High School Completion** – High school completion has remained constant in recent years at 70%. Completion within 4 years of entering grade 9 has increased from 58% to 64% since 1994/95.

### OPPORTUNITIES FOR IMPROVEMENT

- **Grade 9 Achievement Tests** – The percentage of students achieving the acceptable standard is below the target of 85% in 3 of 4 grade 9 subjects. While results have improved since last year, particular emphasis is needed to enable more students to achieve the acceptable standard.
- **Diploma Examinations** – Student results are below expectations in all subjects except English 30 and 33. Results in Mathematics 30 and 33 remain well below expectations; particular emphasis is needed to improve high school student achievement in mathematics.
- **High School Completion** – The percentage of students completing high school is below our target of 75%.

## GOAL 2 CORE MEASURES

### Quality of Teaching

#### TARGET:

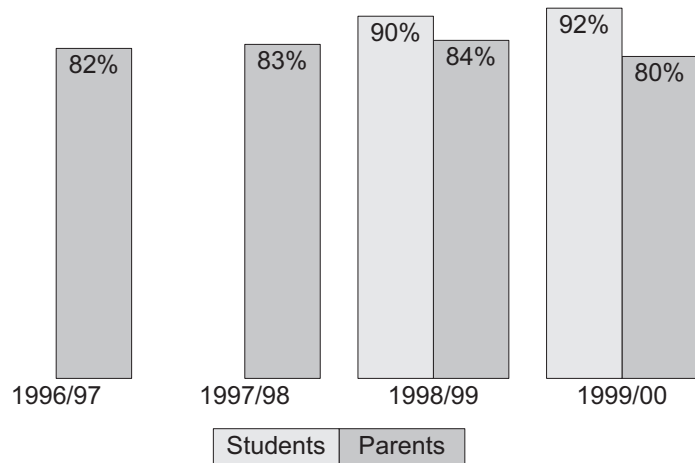
- No target for 1999/2000.

#### ANALYSIS:

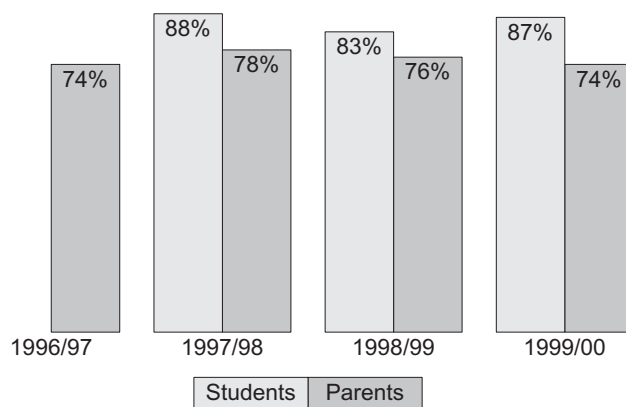
- A large majority of parents and high school students agree that teachers help students achieve learning expectations and high standards.
- Parent and student perceptions have remained stable over the past several years.

Percentage of High School Students and Parents (ECS-12 students) who Agree that Teachers Help Students Achieve Learning Expectations and High Standards

#### Learning Expectations



#### High Standards



Source: Alberta Learning: Environics West – 1995, 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 2.1.

## GOAL 2 CORE MEASURES (CONTINUED)

### Achievement Test Results

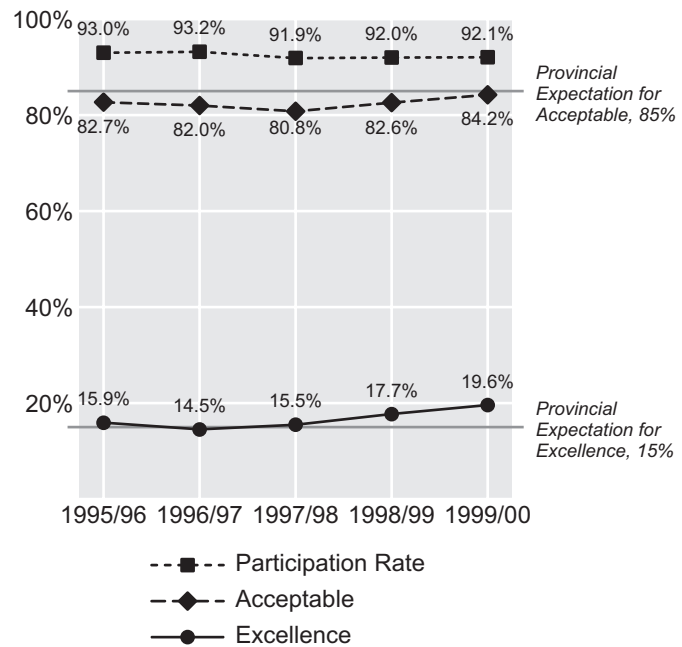
#### TARGET:

- Target for the acceptable standard was nearly met overall, with more than 84% of students achieving the acceptable standard.
- Target was exceeded for the standard of excellence.

#### ANALYSIS:

- There was a marked improvement in student achievement in both the 1998/99 and 1999/2000 school years.
- Overall participation is holding constant.
- The apparent dip in performance in 1997/98 is the result of including grade 3, 6 and 9 mathematics. In that school year, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies and results for mathematics are not included for the earlier years as they are not comparable.
- Consistent with previous annual reports and with the core measures in the Ministry's 2000/01-2002/03 business plan, these achievement test results are reported on the basis of students writing.

Provincial Combined (All Grades and Subjects) Participation Rates and Percentage of Students Who Wrote Meeting Standards on Achievement Tests



Source: Alberta Learning.

#### Notes:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- See next page for results for each subject.
- See Endnote C, measure 2.2 for achievement test information reported on the basis of enrollment in grades 3,6 and 9 (the core measure in the Ministry's restated business plan, 1999-2002).

## GOAL 2 CORE MEASURES (CONTINUED)

### Achievement Test Results (continued)

#### TARGET:

- In the 1999/2000 school year, students met or exceeded the standard of excellence in all subjects except grade 9 Science.
- Students met or were close to meeting the acceptable standard in seven of ten tests, an increase over 1998/99.

#### ANALYSIS:

- Student performance at the acceptable level improved in all ten tests in 1999/2000.
- There were marked improvements in the performance of students in all language arts tests, due in part to a large improvement in student writing.
- There has been a substantial improvement in grade 3 mathematics and grade 6 science over the reporting period.
- Grade 9 mathematics results improved but remain well below the acceptable standard.
- The percentage of students who achieve the acceptable standard in the grade 9 language arts and mathematics achievement tests are reported annually by the provincial government as indicators of literacy and numeracy, as adult literacy surveys are not conducted regularly. Students who achieve the acceptable standard have developed the foundation skills needed to become literate and numerate adults.
- Consistent with previous annual reports and with the core measures in the Ministry's 2000/01-2002/03 business plan, these achievement test results are reported on the basis of students writing.

#### Percentages of Students in Grades 3, 6 and 9 Who Wrote and Achieved the Standards on Provincial Achievement Tests

Subject	Standard	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000
<b>Grade 3</b>						
Language Arts	excellence	20%	14%	15%	16%	19%
	acceptable	86%	87%	86%	89%	91%
Mathematics	excellence	---	---	21%	25%	28%
	acceptable	---	---	81%	85%	88%
<b>Grade 6</b>						
Language Arts	excellence	15%	15%	14%	17%	21%
	acceptable	84%	84%	84%	84%	86%
Mathematics	excellence	---	---	17%	17%	18%
	acceptable	---	---	82%	83%	84%
Science	excellence	---	14%	18%	24%	27%
	acceptable	---	77%	80%	84%	85%
Social Studies	excellence	16%	17%	17%	17%	21%
	acceptable	78%	78%	78%	82%	84%
<b>Grade 9</b>						
Language Arts (literacy)	excellence	11%	11%	11%	12%	15%
	acceptable	88%	87%	87%	88%	90%
Mathematics (numeracy)	excellence	---	---	14%	15%	16%
	acceptable	---	---	72%	72%	74%
Science	excellence	18%	15%	13%	15%	14%
	acceptable	81%	78%	79%	78%	79%
Social Studies	excellence	15%	15%	14%	18%	18%
	acceptable	79%	82%	79%	80%	81%

Source: Alberta Learning.

#### Notes:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- Results for 1995/96 to 1998/99 differ slightly from those reported in former Alberta Education's Annual Report for 1998/99 as students writing in French are included (except for French Language Arts).
- In 1998, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies for K-9 Mathematics. Consequently, results from prior years are no longer comparable.
- The new Grade 6 Science curriculum was optional in 1995/1996 and fully implemented in 1996/1997.
- See Endnote C, measure 2.2 for achievement test information reported on the basis of enrollment in grades 3, 6 and 9 (the core measure in the Ministry's restated business plan, 1999-2002).

## GOAL 2 CORE MEASURES (CONTINUED)

### Diploma Examination Results

#### TARGET:

- 85% of students writing are expected to achieve the acceptable standard and 15% are expected to achieve the standard of excellence.
- The standard of excellence was met or exceeded in seven of ten diploma exams.
- The acceptable standard was met or nearly met in four exams.

#### ANALYSIS:

- Students continue to exceed the acceptable standard in both English 30 and 33, and they exceeded the standard of excellence in English 30 in the 1999/2000 school year.
- While acceptable results in both Mathematics 30 and 33 remain below expectations, students continue to exceed the standard of excellence in Math 30 and achieved the standard of excellence in Math 33 in 1999/2000.
- There has been a shift in diploma exam courses students choose to take. A lower percentage are completing Social Studies 30 and Biology 30, while a larger percentage are completing Social Studies 33 and Science 30.
- Completion of a 30-level course in both English and Social Studies is required for high school graduation. In 1999/2000, 84% of students in their third year completed English 30 or 33 and 83% completed Social Studies 30 or 33.

#### Percentages of Students Writing Diploma Examinations who Achieved Standards

Course	Standard	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000
English 30	excellence	16%	14%	14%	13%	16%
	acceptable	92%	88%	88%	86%	89%
English 33	excellence	7%	7%	8%	9%	8%
	acceptable	86%	86%	88%	86%	88%
Social Studies 30	excellence	18%	16%	17%	18%	16%
	acceptable	84%	84%	84%	85%	84%
Social Studies 33	excellence	8%	7%	9%	11%	13%
	acceptable	83%	81%	84%	83%	81%
Mathematics 30	excellence	19%	19%	23%	24%	20%
	acceptable	79%	75%	82%	82%	75%
Mathematics 33	excellence	19%	18%	12%	12%	15%
	acceptable	79%	81%	73%	73%	78%
Biology 30	excellence	18%	25%	25%	26%	23%
	acceptable	77%	82%	81%	83%	81%
Chemistry 30	excellence	18%	18%	20%	19%	24%
	acceptable	81%	79%	86%	82%	84%
Physics 30	excellence	26%	23%	30%	32%	28%
	acceptable	80%	80%	86%	87%	83%
Science 30	excellence	10%	10%	11%	17%	11%
	acceptable	79%	81%	83%	88%	78%

Source: Alberta Learning.

#### Note:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- January, June and August exam results are reported for each school year in all subjects. November and April exam results are included starting in 1996/97.

#### Percentages of Students Completing Diploma Examination Courses in Their Third Year of High School

Subject	1995/96	1996/97	1997/98	1998/99	1999/2000
English 30	57%	55%	54%	55%	55%
English 33	28%	29%	29%	29%	29%
Social Studies 30	53%	51%	49%	49%	48%
Social Studies 33	31%	33%	33%	34%	35%
Mathematics 30	44%	43%	42%	42%	42%
Mathematics 33	26%	27%	27%	26%	26%
Biology 30	43%	42%	40%	38%	38%
Chemistry 30	39%	38%	36%	37%	36%
Physics 30	21%	21%	22%	22%	22%
Science 30	3%	3%	3%	5%	6%

Source: Alberta Learning.

#### Notes:

- Students can choose among courses to complete high school and meet post-secondary entry requirements, only part of the grade 12 class writes each diploma exam.
- In 1999/2000 a change was made to the calculation of participation; previous years' data have been adjusted to be comparable.
- See Endnote C, measure 2.3.

## GOAL 2 CORE MEASURES (CONTINUED)

### High School Completion

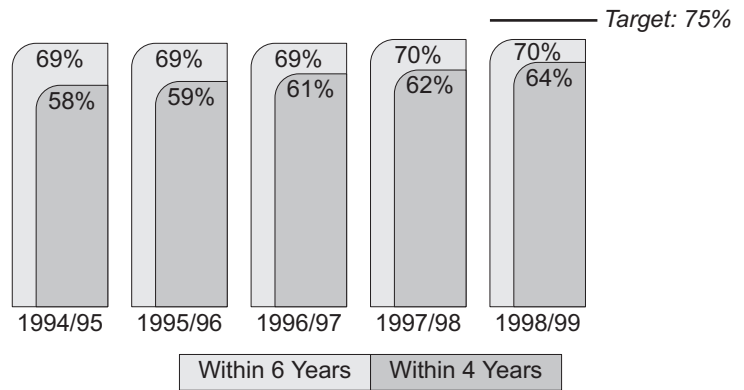
#### TARGET:

- Target of 75% was not met.

#### ANALYSIS:

- High school completion has remained constant in recent years.
- Completion within 4 years of entering grade 9 has increased since 1994/95.
- Recent changes to high school funding and school board restructuring of high school programs may be factors in the increase in on-time completions.
- High school completion rates may be influenced by factors external to the school system, such as employment opportunities for youth.

#### High School Completion Within 4 and 6 Years of Entering Grade 9



Source: Alberta Learning.

#### Note:

- The four-year completion rate for 1998/99 is preliminary.
- See Endnote C, measure 2.4.

## GOAL 2 SUPPLEMENTARY MEASURES

### Learning Standards for Basic Education

#### ANALYSIS:

- The majority of parents and nearly half of the public felt that learning expectations were “about right” in 1999/2000, close to the results in previous years.
- While only small percentages of parents and the public felt that learning expectations were too high, these percentages increased from 1995/96 to 1999/2000 for both groups.
- Correspondingly, the percentages of both parents and the public who felt learning expectations were too low decreased from 1995/96 to 1999/2000.
- Results provide additional information on perceptions of the quality of basic education (see page 20).

#### Parent and Public Satisfaction that ECS-12 Learning Standards are High Enough

	1995/ 96	1996/ 97	1997/ 98	1998/ 99	1999/ 2000
<b>Parents</b>					
Too High	7%	8%	12%	13%	13%
About Right	60%	59%	60%	61%	58%
Too Low	30%	31%	25%	24%	27%
Don't Know	2%	2%	3%	2%	3%
<b>Public</b>					
Too High	8%	10%	8%	9%	12%
About Right	46%	43%	46%	47%	44%
Too Low	43%	43%	40%	39%	38%
Don't Know	3%	3%	7%	6%	6%

Source: Alberta Learning: Environics West – 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

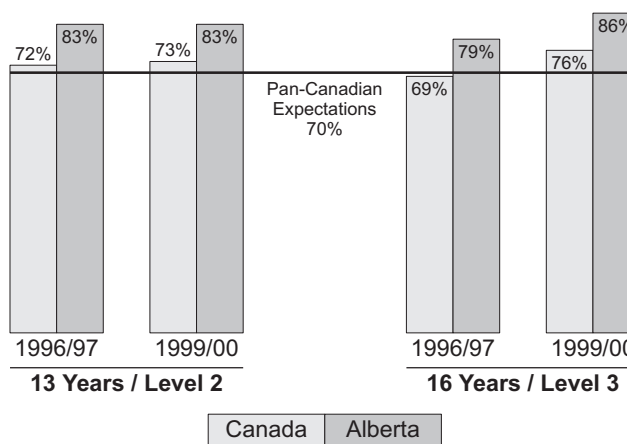
- Percentages may not add to 100 due to rounding.
- Significant difference in results for “too high” and for “too low” for both parents and the public: 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning’s surveys.
- See Endnote C, measure 2.5.

### National Science Test Results

#### ANALYSIS:

- The results for Alberta students are at or above national expectations in science.
- Alberta students continue to perform better than Canadian students at all levels.
- This information reinforces provincial results on achievement tests and diploma exams in sciences (see pages 35-37).

#### School Achievement Indicators Program: Science



Source: Council of Ministers of Education, Canada – 1996, 2000.

#### Notes:

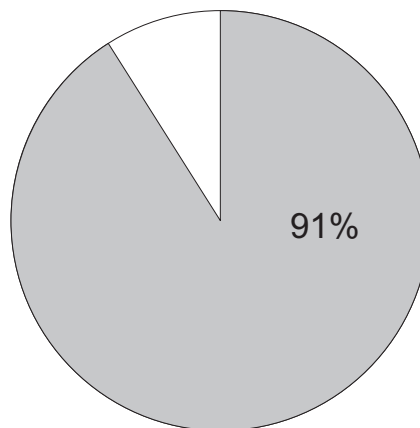
- Results are reported in relation to five levels of achievement. Level 2 is the standard for age 13 students and level 3 is the standard for age 16.
- See Endnote C, measure 2.6.

### Provincial Apprenticeship Exam Results

**ANALYSIS:**

- Among the 1998/99 apprentices, a large majority successfully passed their final period industry exams.
- Passing the final period exam is one of the last requirements of apprentices before they receive certified journeymen status, which recognizes them for having the skills and competencies in their trade.
- These results provide additional information on learner achievement.

The Percentage of Apprentices Who Passed Their Final Period Apprenticeship Industry Exams, 1998/99 (New)



Source: Alberta Learning.

**Notes:**

- In order to pass, a grade of 70% or more is required in the provincial apprenticeship examination. Results also include those who received credit (achieved at least 68% on the exam and met other program expectations) as well as those who wrote and passed a supplemental exam.
- See Endnote C, measure 2.7.



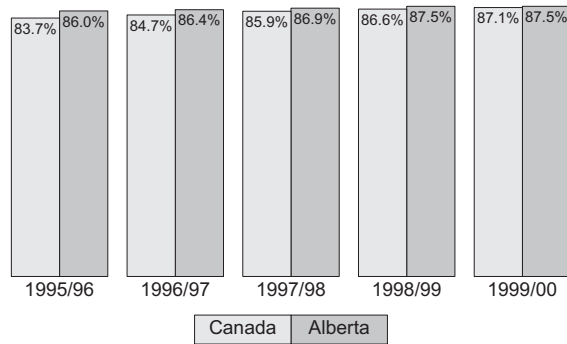
## GOAL 2 SUPPLEMENTARY MEASURES (CONTINUED)

### National Comparisons: High School and Post-Secondary Completion

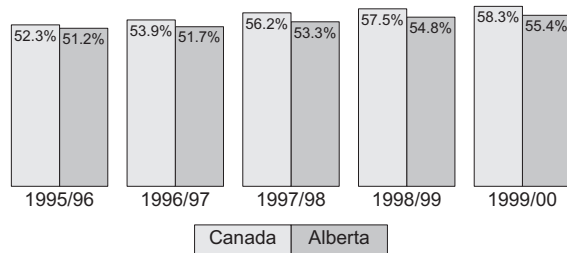
#### ANALYSIS:

- High school and post-secondary completion rates have climbed in recent years. This in part reflects an overall increase in knowledge and skill requirements in the labour market.
- Alberta ranks slightly above the national average for high school completion.
- Post-secondary completion rates, while they have increased each year, are below the national average.
- In a strong economy such as Alberta's, readily available employment opportunities may lead some individuals to postpone their decision to pursue further learning.
- Results provide additional information on high school completion (see page 38).

Percentage of Albertans age 25-34 who have completed High School (New)



Percentage of Albertans age 25-34 who have completed Post-Secondary Programs (New)



Source: Statistics Canada, Labour Force Survey, 1999, special tabulation for Alberta Learning.

Note:

- See Endnote C, measure 2.8.

# Goal 3 - Well prepared learners for lifelong learning, the world of work and citizenship

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## OUTCOMES

### Learners are well prepared for lifelong learning:

- Children start school ready to learn.
- Learners have the ability to learn continuously: in school, at work and in society.
- Learners' achievement is recognized.

### Learners are well prepared for work:

- Learners are successful in finding/maintaining work.
- Employers are satisfied with knowledge, skills and attitudes of employees.

### Learners are well prepared for citizenship:

- Learners have the knowledge, skills and attitudes to become contributing members of society.
- Learners have an awareness of the increasing global interdependency.

There are four Ministry core measures to assess progress in preparing learners for Lifelong Learning, Work and Citizenship. **Overall, one target was met while two others showed no significant change in performance.**

There was no new information on one core measure. The following are the 1999/2000 performance highlights for this goal.

- |   |                        |
|---|------------------------|
| ✓ | Met or exceeded target |
| = | No change              |
| ↑ | Improved performance   |
| ↓ | Performance decline    |

---

## PERFORMANCE HIGHLIGHTS

- = **Employment Status** – A large majority (81%) of post-secondary graduates are employed, with most employed in jobs related to their education. The proportion of apprenticeship graduates who are employed continues to be very high (94%).
- = **Skills of Post-Secondary Graduates** – Employer satisfaction with the academic or technical skills acquired by employees through post-secondary education has remained constant, with results of 84% for degree programs and 89% for diploma programs in 1999/2000. Among employers of apprentices, an increased proportion (97%) were satisfied with the skills of their certified journeymen employees.

- ✓ **Quality of Adult Learning Programs** – Satisfaction of adult learners with their education or training in the past 12 months remains high, with results of 91% in 1999/2000.
- = **Programs for Students, ECS-12** – Public satisfaction with the focus of the ECS-12 curriculum remains unchanged, with results of 61% in 1999/2000.

## OPPORTUNITIES FOR IMPROVEMENT

- **Programs for Students, ECS-12** – Parent satisfaction with the focus of the ECS-12 curriculum has decreased from 83% in 1995/96 to 77% in 1999/2000. Sampling variation may account for this decline.

## GOAL 3 CORE MEASURES

### Employment and Labour Force Participation of Post-Secondary Graduates

#### TARGET:

- Target to improve or maintain not applicable in 1999/2000 as no new information was available.

#### ANALYSIS:

- A large majority of graduates (87%) are in the labour force. Most (81%) are employed.
- Most employed graduates report employment related to their training.
- Employment of graduates is an indicator of how well post-secondary programming is responding to the needs of Albertans and the economy, a key system outcome.
- Some graduates are not in the labour force because they are pursuing further studies or for personal reasons (e.g. family, health).

#### Employment Status of Post-Secondary Graduates

##### System Total



##### Universities



##### Public Colleges



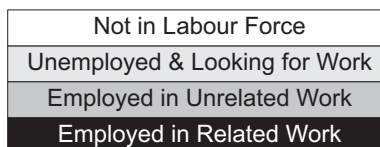
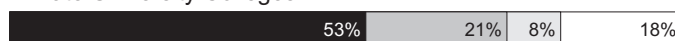
##### Technical Institutes



##### Vocational Colleges



##### Private University Colleges



Source: Alberta Learning.

#### Notes:

- 1994/95 university graduates were surveyed two years later.
- 1996/97 graduates of public colleges, technical institutes and vocational colleges were surveyed within one year.
- 1995/96 graduates of private university colleges were surveyed within one year.
- There was no new information on this measure in 1999/2000. Historic data have been updated to include Augustana University College in the private university colleges information.
- See Endnote C, measure 3.1.

## GOAL 3 CORE MEASURES

### Skills of Post-Secondary Graduates

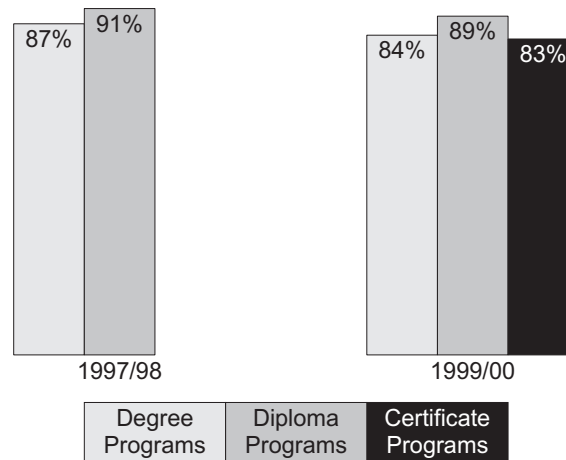
#### TARGET:

- Target for 1999/2000 – to maintain or improve overall – not applicable as there was a change in methodology.

#### ANALYSIS:

- A large majority of employers are satisfied with the skills of their employees.
- Satisfaction with graduates of degree and diploma programs has remained stable from 1997/98 to 1999/2000.

#### Employer Satisfaction with Skills of Recent Alberta Post-Secondary Graduates



Source: Alberta Learning; Banister Research & Consulting Inc. – 1998; Malatest & Associates – 1999.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.2.

### Quality of Adult Learning Programs

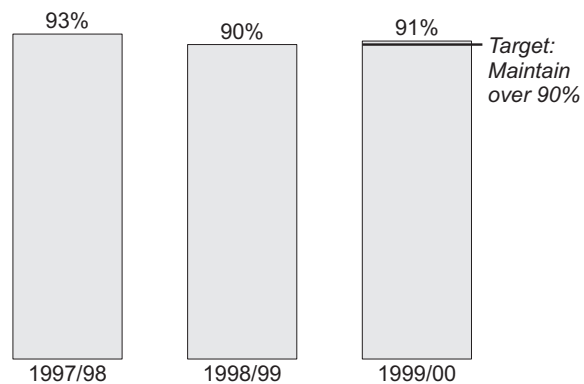
#### TARGET:

- Results remain above the target of 90%.

#### ANALYSIS:

- A very high percentage of adult learners continue to be satisfied with their education or training.

#### Overall Satisfaction of Adult Learners with Quality of Education or Training Taken in Last 12 Months



Source: Alberta Learning; Banister Research & Consulting Inc. – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.3.

## GOAL 3 CORE MEASURES (CONTINUED)

### Programs for Students, ECS-12

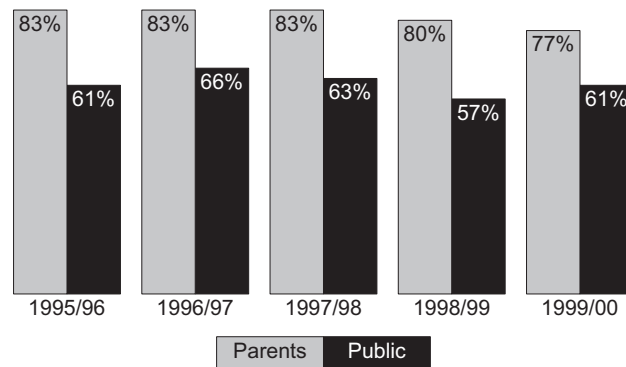
#### TARGET:

No target was set for 1999/2000.

#### ANALYSIS:

- Parent agreement that students are learning what they need to know fell from 1995/96 to 1999/2000. Sampling variation may account for this change.
- Public agreement is unchanged from 1995/96 to 1999/2000, although there has been some fluctuation in the intervening years.
- Parents and the public were asked for the first time in 1999/2000 about whether or not students are learning what they need to learn in specific subject areas.
- While results were much higher for parents than for the public, both groups' agreement levels were highest for science and lowest for technology skills and writing.

#### Parent and Public Satisfaction that Students are Learning What They Need to Know Overall

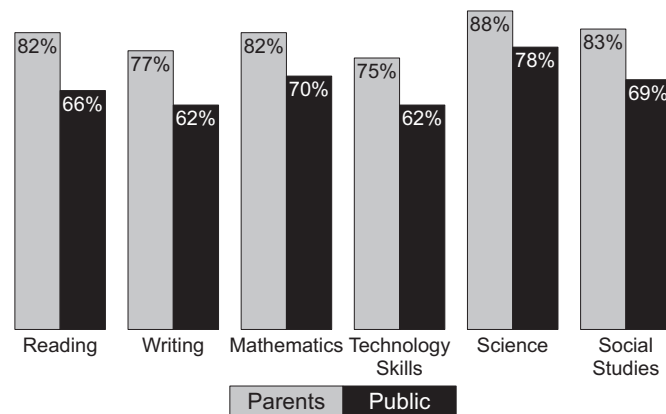


Source: Alberta Learning: Environics West – 1996, 1997, The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Note:

- Statistically significant change in parent satisfaction: 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.

#### Parent and Public Satisfaction that Students are Learning What They Need to Learn in Selected Areas – 1999/2000



Source: Alberta Learning: Criterion Research Corp. – 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.4.

## GOAL 3 SUPPLEMENTARY MEASURES

### Students' Computer Skills

#### ANALYSIS:

- The percentage of parents who agree that school helps their child improve their computer skills has risen since 1997/98.
- High school students' perceptions have remained essentially the same since 1995/96.
- Results provide additional information on perceptions that students are learning what they need to know (see page 46).

#### Percentage of Parents and Students who Report that School Helps Improve Students' Computing Skills

	1995/96	1996/97	1997/98	1998/99	1999/2000
Parents	---	---	67%	80%	79%
High School Students	65%	62%	64%	70%	69%

Source: Alberta Learning: Environics West – 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- Significant difference in parent results: 1998 → 2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.5.

### Preparation of High School Students for Post-Secondary Programs

#### ANALYSIS:

- High school students' agreement remains high.
- Parents of ECS-12 students and the public have much lower agreement levels.
- Parent and public results declined from 1995/96 to 1999/2000.
- Results provide additional information on perceptions that students are learning what they need (see page 46).

#### Percentages of High School Students, Parents (ECS-12) and the Public who Agree Alberta High School Graduates are Prepared to Enter Post-Secondary Programs

	1995/96	1996/97	1997/98	1998/99	1999/2000
Students	92%	88%	84%	86%	88%
Parents	70%	53%	49%	52%	49%
Public	68%	52%	52%	52%	55%

Source: Alberta Learning: Environics West – 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

#### Notes:

- Significant difference in parent and public results: 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.6.

## GOAL 3 SUPPLEMENTARY MEASURES

### Preparation of Adult Learners for Lifelong Learning

#### ANALYSIS:

- Three-quarters of the public agreed that adult learners have the skills and knowledge for lifelong learning.
- Agreement was higher among adult learners than the public.
- Results provide additional information on the quality of adult learning (see page 44).

#### Percentages of Adult Learners and the Public who Agree Adult Learners Have the Skills and Knowledge for Lifelong Learning

	Public	Adult Learners
1999/2000	74%	81%

Source: Alberta Learning; Criterion Research Corp. – 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.7.

### Scholarships for Post-Secondary Students

#### ANALYSIS:

- The number of scholarships provided by the province has increased each year, for an overall increase of 9.5% since 1997/98.
- The value of scholarships awarded also has increased each year, rising 55.2% (almost \$6.6 million) from 1997/98 to 1999/2000.
- Results demonstrate that government has increased financial support to reward and encourage academic excellence through scholarships.

#### Alberta Heritage Scholarships Awarded to Post-Secondary Students

	1997/98	1998/99	1999/2000
Total Number of Alberta Heritage Scholarships Awarded	9,758	10,174	10,621
Total Scholarship Dollars Awarded	\$12,470,932	\$13,078,989	\$18,994,406

Source: Alberta Learning.

#### Note:

- 1999/2000 information includes the Jimmie Condon Athletic Scholarship which was supported by Lotteries; funding for these scholarships was provided through the Alberta Heritage Scholarship in the previous years.
- See Endnote C, measure 3.8.

### GOAL 3 SUPPLEMENTARY MEASURES (CONTINUED)

#### Work-Related High School Courses

##### ANALYSIS:

- The increase in the number of high school students taking work experience and RAP courses is greater than enrollment growth.
- Results suggest that youth are increasingly aware of the need to develop employability skills, a key outcome of the system.

#### Enrollment and Credits Awarded in Work Experience and RAP

	1996/97	1997/98	1998/99	1999/2000
<b>Work Experience</b>				
Number of students	10,787	11,599	12,188	12,608
Credits awarded	68,453	75,353	84,432	89,188
<b>RAP</b>				
Number of students	150	241	524	666
Credits awarded	2,865	4,725	10,185	14,040

Source: Alberta Learning.

Note:

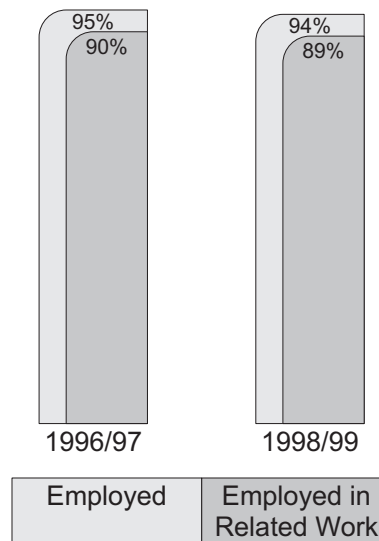
- See Endnote C, measure 3.9.

#### Participation of Graduate Journeymen in the Workforce

##### ANALYSIS:

- Apprentices are employed while in training and are able to maintain a very high level of employment after they become certified journeymen.
- The proportion of graduates holding jobs related to their training two years after graduation remains consistently high.
- Results indicate the apprenticeship and industry training system is operating effectively in preparing skilled trades people for industry needs.
- Results supply further information on employment rates of Alberta post-secondary graduates (see page 44).

#### Employment Rates of Graduate Journeymen



Source: Alberta Learning; Applied Management Consulting Ltd. – 1998; Nichols Applied Management – 1999.

Notes:

- Percentage of graduates employed is based on those participating in the labour force (that is, they were employed or seeking work).
- Related Employment for 1998/99 has been recalculated to be consistent with the methodology used in 1996/97.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.10.



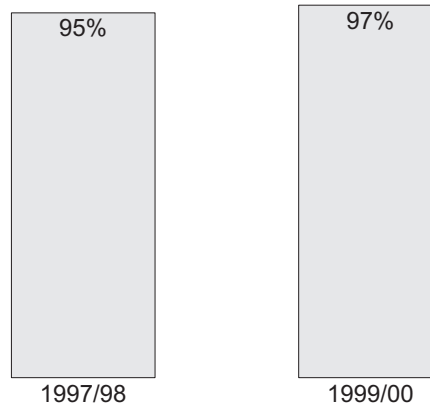
**GOAL 3 SUPPLEMENTARY MEASURES (CONTINUED)**

**Employer Satisfaction with Journeymen**

**ANALYSIS:**

- Virtually all employers involved in the Alberta apprenticeship and industry training system continue to be satisfied with the skills that their journeymen employees acquired through the system.
- These satisfaction levels indicate the apprenticeship and industry training system responds well to industry needs for skilled tradesmen.
- Results provide additional information on employer satisfaction with the skills of their employees, an important Ministry outcome (see page 45).

**Employer Satisfaction with the Skills of Certified Journeymen**



Source: Alberta Learning: Nichols Applied Management – 1998, 2000.

Notes:

- Significant difference: 1997/98 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning’s surveys.
- See Endnote C, measure 3.11.

**Employer Satisfaction with Post-Secondary Programs**

**ANALYSIS:**

- Employer satisfaction with the supply of graduates is high and has increased since 1997/98.
- Employer satisfaction with graduates’ knowledge and skills remains high.
- Employer satisfaction with general attributes of graduates also is high, although results have declined since 1997/98.
- Results provide further information on employer satisfaction a key Ministry outcome.

**Employer Satisfaction with Recent Alberta Post-Secondary Graduates**

	Degree Graduates		Diploma Graduates		Certificate Graduates	
	1997/98	1999/00	1997/98	1999/00	1997/98	1999/00
Employer satisfaction That the learning system responds to their needs by:						
- providing an adequate supply of graduates	76%	78%	73%	78%	---	72%
- providing appropriate skills and knowledge to graduates	80%	78%	81%	82%	---	75%
With non-subject specific attributes:	91%	86%	87%	81%	---	78%

Sources: Alberta Learning: Banister Research & Consulting Inc. – 1998; R.A. Malatest & Associates – 1999.

Notes:

- Significant difference in satisfaction with adequate supply of diploma graduates: 1997/98 → 1999/2000.
- Significant difference in employer satisfaction with both degree and diploma graduates: 1997/98 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- Non-subject specific attributes are comprised of responses to 8 items averaged.
- See Endnote A for information on Alberta Learning’s surveys.
- See Endnote C, measure 3.12.

## GOAL 3 SUPPLEMENTARY MEASURES (CONTINUED)

### Student Results on Social Studies Assessments

#### ANALYSIS:

- Results indicate that students are being prepared for citizenship, an important outcome of basic education.
- In 1999/2000, student results exceeded the standard of excellence in three of four provincial social studies assessments, while the acceptable standard was nearly achieved on two of the tests.
- Student performance in social studies improved in both grades 6 and 9.
- In 1999/2000, 83% of students completed either social studies 30 or 33 in their third year of high school.

#### Percentages of Students in Grades 6 and 9 who Wrote and Achieved the Standards on Provincial Social Studies Achievement Tests (New)

Subject	Standard	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	Expectation
Grade 6							
Social Studies	excellence	16%	17%	17%	17%	21%	15%
	acceptable	78%	78%	78%	82%	84%	85%
Grade 9							
Social Studies	excellence	15%	15%	14%	18%	18%	15%
	acceptable	79%	82%	79%	81%	80%	85%

Source: Alberta Learning.

#### Note:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.

#### Percentages of Students Writing Grade 12 Diploma Examinations in Social Studies who Achieved the Standards on the Exams

Subject	Standard	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	Expectation
Social Studies 30	excellence	18%	16%	17%	18%	16%	15%
	acceptable	84%	84%	84%	85%	84%	85%
Social Studies 33	excellence	8%	7%	9%	11%	13%	15%
	acceptable	83%	81%	84%	83%	81%	85%

Source: Alberta Learning.

#### Notes:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- January, June and August exam results are included for each school year in all courses, and November and April exam results are included starting in 1996/97.
- See Endnote C, measure 3.13.

## GOAL 3 SUPPLEMENTARY MEASURES (CONTINUED)

### Selected Optional High School Courses

#### ANALYSIS:

- Career and Technology Studies (CTS) replaced Practical Arts in September 1997. The courses were available for use in schools in the 1996/97 school year.
- Results indicate students are developing knowledge and skills in a range of areas, an important outcome for the system.

#### Credits Awarded to Students in High School Fine Arts, CTS and Optional Physical Education Courses (New)

	1995/96	1996/97	1997/98	1998/99
Fine Arts:				
Number of students	32,101	33,683	35,165	36,344
Credits awarded	190,693	201,400	212,820	225,277
CTS:				
Number of students	—	86,391	91,014	97,269
Credits awarded	—	669,224	688,989	712,768
Physical Education:				
Number of students	18,239	19,367	19,623	21,259
Credits awarded	86,366	92,774	94,003	101,130

Source: Alberta Learning.

#### Notes:

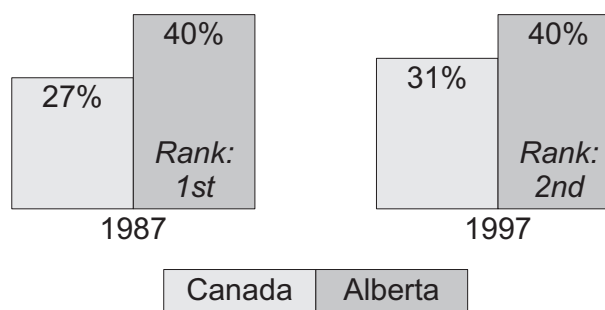
- Physical Education reports only on enrollment in Physical Education 20 and Physical Education 30. Physical Education 10, a graduation requirement, is excluded.
- See Endnote C, measure 3.14.

### Albertans' Volunteer Rates

#### ANALYSIS:

- Alberta's volunteer participation rate in 1997 was higher compared to the rest of Canada.
- Alberta's volunteer rate in 1997 was unchanged from a decade earlier, while the Canadian average has increased.
- Results demonstrate Albertans' relatively high level of involvement in their communities, an important aspect of citizenship.

#### Volunteer Participation Rates: Alberta and Canada, 1987 & 1997 (New)



Sources: Statistics Canada: Household Surveys Division – 1987; Canadian Heritage, Health Canada, Human Resources Development Canada, Statistics Canada, Volunteer Canada, Canadian Centre for Philanthropy – 1997.

#### Notes:

- Volunteer rates are the proportion of the total population age 15 and over who reported in surveys that they volunteered their time to groups and organizations.
- See Endnote C, measure 3.15.

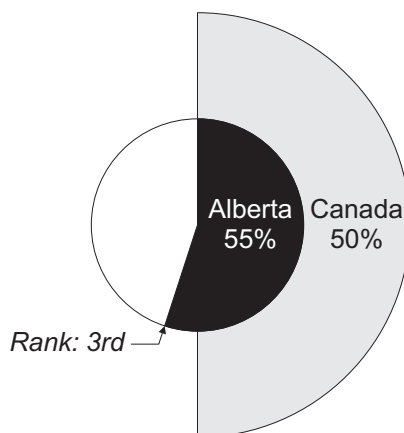
## GOAL 3 SUPPLEMENTARY MEASURES (CONTINUED)

### Albertans' Participation in Organizations

#### ANALYSIS:

- In a one-time national survey conducted in 1997, a majority of Albertans aged 15 and over said they had been members or participants in organizations or groups within the past year.
- The Alberta rate was higher than the comparable rate for Canada.
- Alberta ranked third among provinces.
- Results provide information on the participation of Albertans in diverse aspects of citizenship, a key system outcome.

Percentage of Population Age 15+ who are Members or Participants in Organizations or Groups (New)



**Source:** Canadian Heritage, Health Canada, Human Resources Development Canada, Statistics Canada, Volunteer Canada, Canadian Centre for Philanthropy – 1998.

#### Notes:

- Types of groups or organizations included: work related, sports or recreation, religious affiliated, community or school related, cultural, educational or hobby related, service club, fraternal, or political.
- See Endnote C, measure 3.16.

### Post-Secondary Enrollment of International Students

#### ANALYSIS:

- The number of international students attending Alberta post-secondary institutions has increased since 1995/96.
- Proportionally, international student enrollment represented about 2% of total FLE enrollment over the period 1995/96 – 1998/99.
- Results provide information on an aspect of Albertans' awareness of the increasing global interdependency, an outcome for the system.

#### International Student (FLE) Enrollment (New)

Sector	1995/96	1996/97	1997/98	1998/99
Private University Colleges	33	33	47	64
Technical Institutes	146	138	175	236
Universities	1,706	1,723	1,373	1,938
Public Colleges	484	540	533	507
<b>Total Visa FLE Enrollment</b>	<b>2,370</b>	<b>2,435</b>	<b>2,131</b>	<b>2,744</b>

**Source:** Alberta Learning.

#### Note:

- The apparent anomaly in universities' data for 1997/98 was not accounted for at the time of publication.
- See Endnote C, measure 3.17.

## GOAL 3 SUPPLEMENTARY MEASURES (CONTINUED)

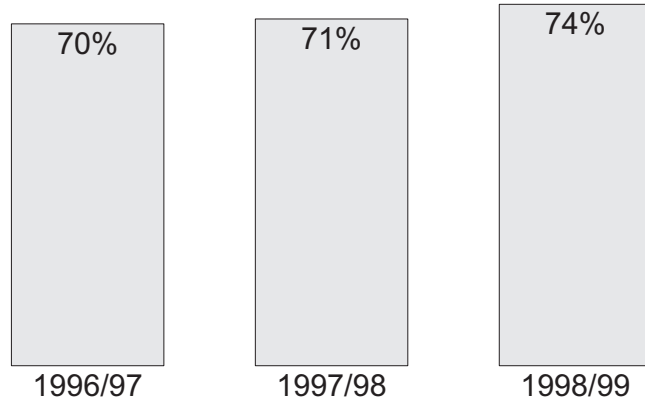
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### Interprovincial Certification of Journeymen

#### ANALYSIS:

- Almost three-quarters of recent graduates issued with a journeymen certificate also acquired the Red Seal in the same year.
- The Red Seal is recognized by participating provinces and enhances interprovincial mobility.
- The proportion certified with the Red Seal has increased since 1996/97.
- Currently 41 of Canada's 44 Red Seal trades are available in Alberta and 93% of Alberta's apprentices are in Red Seal designated trades.
- These results provide additional information that graduates are prepared to find and maintain employment (see pages 44).

Percentage of Apprentices Receiving  
Alberta Journeyman Certification and the Red Seal



Source: Alberta Learning.

Note:

- See Endnote C, measure 3.18.

## Goal 4 - Effective working relationships with partners

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### OUTCOMES

Joint initiatives meet the learning needs of Albertans.

Joint initiatives contribute to the achievement of the social and economic goals of the province.

Partners are satisfied with the effectiveness of partnerships.

There is one Ministry core measure used to assess the goal of Effective Working Relationships with Partners. **This is a new measure and, overall, partners and stakeholders are satisfied with their working relationships with the department.** The following are the 1999/2000 performance highlights for this goal.

- |   |                        |
|---|------------------------|
| ✓ | Met or exceeded target |
| = | No change              |
| ↑ | Improved performance   |
| ↓ | Performance decline    |

---

### PERFORMANCE HIGHLIGHTS

- **Department's Working Relationships** – A majority of partners and stakeholders agreed that Alberta Learning staff are collaborative, responsive and flexible. Perceptions of employers of apprentices and apprenticeship graduates provide a very positive view of the apprenticeship and industry training system's partnership among government, post-secondary institutions and industry. Increases in applied degree enrollments, post-secondary enterprise revenue and industry funding for university research also indicate the effectiveness of learning system partnerships.

### OPPORTUNITIES FOR IMPROVEMENT

- **Department's Working Relationships** – This is a new indicator and no target has been set. Partner and stakeholder satisfaction with staff flexibility is lower than their satisfaction with the other attributes. The department must continue to focus on effective working relationships with partners and stakeholders to sustain high levels of satisfaction, and give increased emphasis to demonstrating flexibility.

## GOAL 4 CORE MEASURES

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### Working Relationships with Alberta Learning

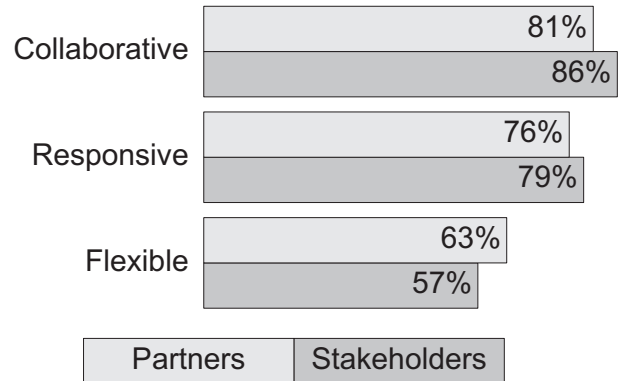
#### TARGET:

- New measure, no target for 1999/2000.

#### ANALYSIS:

- A majority of partners and stakeholders agreed in 1999/2000 that Alberta Learning staff are collaborative, responsive and flexible in working with partners.
- Respondents expressed higher levels of satisfaction with staff collaboration and responsiveness than with their flexibility.

Percentage of Partners and Stakeholders who Agree that Alberta Learning Staff are Collaborative, Responsive and Flexible (New)



Source: Alberta Learning: Hargroup Management Consultants – 2000.

Notes:

- For the purpose of these surveys, partners are representatives of other ministries that are involved in partnerships with Alberta Learning, and stakeholders are representatives of learning system stakeholder organizations (e.g., Alberta School Boards Association, the College of Alberta School Superintendents, Students Finance Board, the Universities Coordinating Council, the Apprenticeship & Industry Training Board, the Alberta Home and School Councils' Association).
- See Endnote C, measure 4.1.

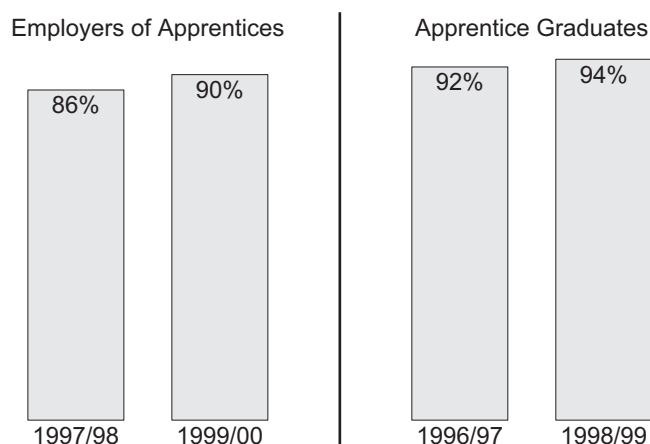
## GOAL 4 SUPPLEMENTARY MEASURES

### Apprenticeship and Industry Training

#### ANALYSIS:

- In 1999/2000, an increased proportion of employers were satisfied with the skills and abilities of their journeymen.
- Among graduates, a high proportion indicated in retrospect that, given their experiences in the system, they would still have taken apprenticeship training.
- Results indicate the apprenticeship and industry training partnerships meet the needs of both employers and apprentices.

#### Perceptions of Employers of Apprentices and Apprentice Graduates



**Source:** Alberta Learning; Applications Management Consulting Ltd. – 1998; Nichols Applied Management – 1998, 1999, 2000.

#### Notes:

- Significant difference in employer satisfaction: 1997/98 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 4.2.

### Enrollment in Applied Degree Programs

#### ANALYSIS:

- Applied degree programs were initiated in 1995/96 by public colleges and technical institutes in partnership with employers to enable learners to pursue a degree while getting practical business experience.
- Starting with four programs in 1995/96, the number grew to seven by 1998/99 and full load equivalent (FLE) enrollment has increased correspondingly.
- The results indicate these programs are responding to learner needs, a key Ministry outcome.

#### FLE Enrollment in Applied Degree Programs (New)

	1995/96	1996/97	1997/98	1998/99
Public Colleges	176	489	642	663
Technical Institutes	12	163	232	236
Total	188	652	874	899

**Source:** Alberta Learning.

#### Notes:

- Applied degree programs are designed, delivered and cost-shared in partnership with business and industry.
- See Endnote C, measure 4.3.



## GOAL 4 SUPPLEMENTARY MEASURES

### Enterprise Revenue of Post-Secondary Institutions

#### ANALYSIS:

- Alberta's post-secondary institutions continue to generate non-government and non-tuition fee revenues to support their programs.
- The ratio of enterprise revenues to Alberta Learning grants continues to increase for the system overall and for the three sectors of public post-secondary institutions.
- This increase is in part a response by the institutions because this indicator is used to determine funding based on established performance measures.
- The private university colleges continue to generate about twice as much revenue as they receive in Alberta Learning grants. These institutions receive less government funding as a reflection of their status as privately governed institutions.
- Results provide information on an aspect of post-secondary institutions' contribution to the achievement of the social and economic goals of the province.

#### Post-Secondary Enterprise Revenue

Sector	1995/96	1996/97	1997/98	1998/99
Universities	30.8%	25.1%	39.0%	42.2%
Public Colleges	26.7%	26.2%	31.9%	33.8%
Technical Institutes	23.6%	29.3%	35.8%	34.9%
Private University Colleges	199.3%	201.0%	203.0%	190.9%
System Average	30.7%	28.4%	38.5%	40.6%

Source: Alberta Learning.

#### Notes:

- The four vocational colleges became board-governed institutions in 1997/98. Public college information has been updated to include the former vocational colleges.
- See Endnote C, measure 4.4.

### University Research Funding

#### ANALYSIS:

- Provincial research funding has increased substantially, while industry funding has increased marginally since 1996/97.
- Research funding from non-profit organizations and the federal government has declined slightly.
- University research funding contributes to the economic goals of the province.

#### Proportions of University Research Funding By Source

	1996/97	1997/98	1998/99
Non-Profit	16%	13%	12%
Industry	17%	18%	19%
Provincial	20%	25%	28%
Federal	44%	41%	37%
Other	3%	3%	3%

Source: Alberta Learning.

#### Note:

- See Endnote C, measure 4.5.

## Goal 5 - Highly responsive and responsible ministry

---

### OUTCOMES

The Ministry demonstrates:

- Value for dollars
- Leadership and continuous improvement in administrative and business processes and practices.

There are two core measures to assess the department. **Overall, two of three performance targets were met.** The following are the 1999/2000 performance highlights for our Responsive and Responsible Ministry core measures.

- |   |                        |
|---|------------------------|
| ✓ | Met or exceeded target |
| = | No change              |
| ↑ | Improved performance   |
| ↓ | Performance decline    |

---

### PERFORMANCE HIGHLIGHTS

- ✓ **Value for Money** – Public satisfaction remained stable at 54%, essentially at the target of 55%.
- ✓ **Administrative Efficiency** – Department spending represents a very small proportion of total Ministry spending at 1.6% and has decreased slightly over the previous year. Information on administrative spending by public system authorities and post-secondary institutions indicates efficient operations throughout Alberta's learning system.

### OPPORTUNITIES FOR IMPROVEMENT

- **Value for Money** – Parent satisfaction decreased from 78% in 1995/96 to 71% in 1999/2000, below our target of 80%. Sampling variation may account for this change.

**GOAL 5 CORE MEASURES**

**Value for Money in the Learning System**

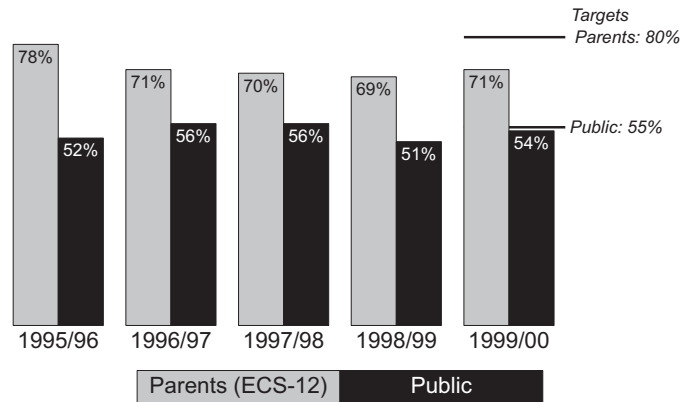
**TARGET:**

- Target of 55% was met for the public when the confidence interval is taken into account.
- Target of 80% was not met for parents.

**ANALYSIS:**

- Parent satisfaction has decreased since 1995/96. Sampling variation may account for this change.
- Public satisfaction has remained relatively constant over the same period.
- Adult learners and the public were asked for the first time in 1999/2000 if they were satisfied with the value of money spent on adult learning institutions in their communities. A substantial majority of respondents expressed satisfaction.
- The restated business plan 1999-2000 indicated that the satisfaction of employers and taxpayers would be reported. Parent and public results are considered to reflect these groups as well.

Parent and Public Satisfaction with Value for Money Spent on ECS-12 Schools in their Community

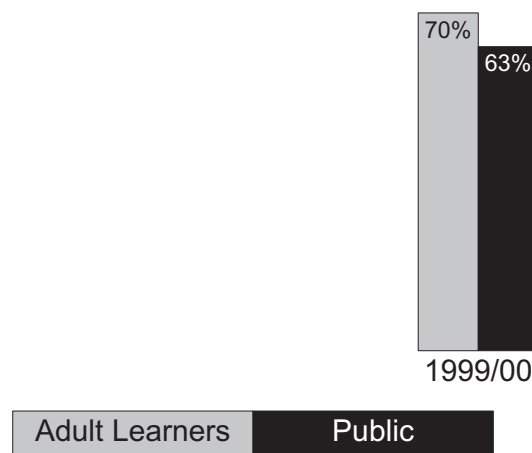


Source: Alberta Learning: Environics West – 1995, 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

**Note:**

- Significant difference in parent satisfaction, 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.

Adult Learner and Public Satisfaction with Value for Money Spent on Adult Learning Institutions in their Community



Source: Alberta Learning: Criterion Research Corp. – 2000.

**Notes:**

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 5.1.

## GOAL 5 CORE MEASURES (CONTINUED)

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### Ministry Efficiency

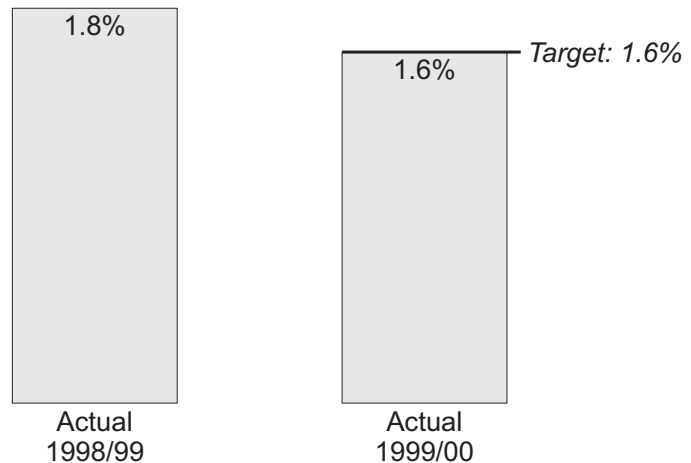
#### TARGET:

- Target of 1.6% met.

#### ANALYSIS:

- Spending on department functions represents a very small proportion of total spending.
- The reduction in the proportion spent on department functions since 1998/99 primarily was a result of increased grants to school boards and post-secondary institutions, although spending on department functions was below budget for 1999/2000.

Spending on Department Functions (New)



Source: Alberta Learning.

#### Notes:

- 1998/99 and 1999/2000 are based on the Ministry Audited Financial Statements.
- Department functions are comprised of Ministry Support Services and Program Delivery Support. Spending is comprised of Ministry Expense and Property tax support to opted-out school boards.
- See Endnote C, measure 5.2.

## GOAL 5 SUPPLEMENTARY MEASURES

### Spending on Administration in the Learning System

#### ANALYSIS:

- The proportion of their revenues school jurisdictions spend on instruction has increased steadily in recent years, while the proportion spent on administration and other areas has decreased.
- Administration spending is capped at 4% to 6%, depending on enrollment.
- Results provide further information on the value for dollars in the learning system (see page 59).

#### The Spending of Public School Authorities on Instruction and Administration as Percentages of their Total Spending

	1995/96	1996/97	1997/98	1998/99
School-based Instruction and Support	71.2%	72.4%	74.0%	73.7%
Central Administration	4.7%	3.9%	3.8%	4.0%
Other	24.1%	24.0%	22.2%	22.3%

Source: Alberta Learning.

#### Notes:

- Public school authorities include public, separate and francophone school boards and charter schools.
- Central administration includes board governance, system administration and support services.
- Other includes operations and maintenance, transportation, debt services, transfers and community services.
- See Endnote C, measure 5.3.

#### ANALYSIS:

- In general, expenditures on administration within post-secondary institutions are relatively constant.
- The larger institutions have a smaller ratio of administrative expenditures than smaller institutions because of economies of scale.
- Administrative expenditures of public post-secondary institutions remain low, in part because this indicator is used to determine funding based on established performance measures.
- Results provide further information on value for dollars in the learning system (see page 59).

#### Spending on Administration as a Percentage of Total Post-Secondary Institution Spending

Sector	1995/96	1996/97	1997/98	1998/99
Universities	4.9%	5.2%	4.7%	4.6%
Public Colleges	9.5%	8.5%	8.6%	9.4%
Technical Institutes	6.2%	6.5%	6.4%	6.6%
Private University Colleges	15.3%	13.2%	13.5%	14.3%
System Average	6.3%	6.4%	6.1%	6.2%

Source: Alberta Learning.

#### Notes:

- The four vocational colleges became board-governed institutions in 1997/98. Public college information has been updated to include the former vocational colleges.
- See Endnote C, measure 5.4.

**GOAL 5 SUPPLEMENTARY MEASURES (CONTINUED)**

**Staff Participation in the Learning Account**

**ANALYSIS:**

- In its first year of operation across the department, almost half of all employees accessed the learning account, which is provided to promote self-directed development.
- Providing the learning account to staff is one aspect of demonstrating leadership in improving business processes and practices, an important Ministry outcome.

Participation Rate of Employees in the Learning Account (New)

	Number of Employees	Percent of Employees
1999/2000	441	44.2%

Source: Alberta Learning.

Note:

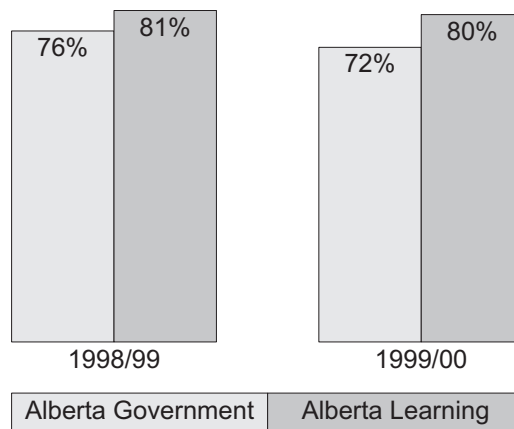
- See Endnote C, measure 5.5.

**Knowledge and Skill Development Opportunities for Staff**

**ANALYSIS:**

- A high percentage of Alberta Learning staff continue to agree the department supports their knowledge and skill development.
- In 1999/2000, the results for Alberta Learning staff were significantly higher than for all government employees.
- Results indicate employees are prepared to make continuous improvement in administrative processes and practices.

Percentage of Staff who Agree the Department Supports their Knowledge and Skill Development (New)



Sources: Government of Alberta Core Human Resources Measures Surveys, The Advisory Group - 1998 and Research Innovations, Inc. - 2000.

Notes:

- Information for 1998/99 consists of the combined results from the former departments of Alberta Education and Advanced Education and Career Development.
- **Significant difference between groups:** In 1999/2000, satisfaction for Alberta Learning employees (80%) was significantly higher than for Alberta government employees (72%). See technical note on significant differences in survey results over time, Endnote B.
- **Significant difference over time:** The decline in satisfaction for Alberta government employees from 1998/99 to 1999/2000 was statistically significant. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote C, measure 5.6.

## GOAL 5 SUPPLEMENTARY MEASURES (CONTINUED)

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### Satisfaction with Service of Apprenticeship and Industry Training Staff

#### ANALYSIS:

- A large proportion of employers involved in the apprenticeship and industry training system were satisfied or very satisfied with the quality of service they received from departmental apprenticeship staff.
- As well, a large percentage of apprentice graduates were satisfied with the overall quality of service that they received from departmental apprenticeship staff.
- Results provide further information on partner and stakeholder perceptions of department staff (see page 55).

#### Satisfaction of Employers and Apprentice Graduates with Service of Department Apprenticeship Staff

	1997/98	1998/99	1999/2000
Employers	91%	—	92%
1997/98 Graduates	—	93%	—

Source: Alberta Learning: Nichols Applied Management – 1998, 1999, 2000.

#### Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 5.7.

# Looking Ahead: Opportunities and Challenges for Alberta's Learning System

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Alberta is recognized both nationally and internationally for the excellence of its basic learning, adult learning and apprenticeship and industry training systems. The ability of Alberta Learning and its partners to respond to opportunities and challenges is critical to enabling Albertans to achieve their potential.

In 1999/2000 Alberta Learning responded to the challenge of bringing substantial portions of the former departments of Education and Advanced Education & Career Development together and developing a new vision, mission and goals for a lifelong learning system in consultation with stakeholders. The challenge for the future is to build upon our successes and provide leadership to the Learning system to anticipate, prepare for and respond to change in an evolving and complex environment.

## **PROVIDING CHILDREN AND YOUTH WITH A STRONG FOUNDATION FOR THE FUTURE**

Entering school ready to learn is critical for success in school. Ensuring children's basic needs are met so they can benefit from school is a shared responsibility of families, government and society. Learning's emphasis includes:

- working with families and other government agencies to optimize early childhood development to ensure the cognitive, physical, emotional and spiritual health necessary for successful participation in lifelong learning
- working with families to increase literacy.

Well-rounded preparation for further learning, work and participation in the community is essential for young people to take advantage of opportunities once they leave the basic learning system. Particular challenges include:

- promoting enjoyment of learning and the development of lifelong learning skills

- ensuring all students have a solid foundation in language arts and mathematics
- ensuring that curricula and teacher preparation/professional development keep pace with emerging needs, including the rapid changes in information and communication technology
- increasing the number of youth completing high school.

## **CREATING A SEAMLESS LEARNING SYSTEM**

Through the Ministry of Learning's work with stakeholders, a shared vision for seamless learning transition in Alberta is emerging. Particular challenges include:

- integrating policies and programs to further improve linkages/transitions among the basic education, adult learning, and apprenticeship and industry training systems
- working with partners to improve transitions from home to school and from basic and adult learning to the workforce
- Ensuring that Albertans are recognized for the high quality of their education.

Continuous improvement in learning outcomes is vital to successful competition in the global economy. Alberta Learning will improve reporting and refine our measurement system to identify outcomes to increase awareness of the excellence of Alberta's learning system by the public and stakeholders. Particular challenges include:

- developing mechanisms to encourage performance excellence and improvement in schools and post-secondary institutions, while recognizing variation in student populations and local circumstances
- helping position Alberta's learning providers for success in an expanding international educational market
- partnering with the private sector in ways that support the values of public education.



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## **ENSURING ACCESS TO OPPORTUNITIES FOR LIFELONG LEARNING**

Expectations are rising for the learning system to provide appropriate and sufficient learning opportunities to meet the diverse needs of learners, industry and communities. Particular challenges include:

- providing additional learning opportunities at flexible times and locations for Albertans to participate in learning while maintaining their work and family commitments
- finding ways for government, institutions and communities to meet the shared responsibility for infrastructure renewal
- preparing and recruiting new teachers in specific shortage areas, such as math, science and career and technology studies, and to replace the large number of teachers nearing retirement
- work with learning providers and learners to develop the capacity for global learning, knowledge management and new technological advancement
- using technology integration and combining the resources of the basic learning, adult learning and apprenticeship training systems in innovative ways in response to existing and future demands
- working with Aboriginal peoples, people in the various geographical regions, people with special needs and people from various socio-economic backgrounds to better understand and remove barriers to their successful participation in learning.

## **MAINTAINING AFFORDABILITY FOR LEARNERS**

Shared individual and collective responsibility for investment in education must be balanced by measures to ensure affordability. Particular challenges include:

- ensuring sustainability of funding for the learning system
- enhancing the flexibility and responsiveness of funding mechanisms for schools and post-secondary institutions to recognize changing circumstances and local priorities
- providing student financial assistance to those in need and ensuring that debt is manageable for post-secondary students and their families.

## **PREPARING A HIGHLY KNOWLEDGEABLE AND SKILLED WORKFORCE**

Future labour market growth will continue to be concentrated in jobs requiring a post-secondary credential. Particular challenges include:

- fostering the recognition of learning as an investment in the future;
- encouraging student participation and academic achievement in math and sciences;
- keeping pace with the rapid growth of knowledge and innovations, and preparing learners for a labour market in which many of the occupations we will see five years from now and beyond have not yet been invented;
- improving learner, parent and teacher awareness of rising skill requirements and anticipated skill shortages in the labour market;
- developing strategies for individuals not immediately entering post-secondary programs to acquire the academic, general employability and technical skills they need;
- increasing learning opportunities for high-demand occupations;
- improving the competitiveness of the existing workforce through additional opportunities to upgrade and develop new skills, and
- meeting industry's needs for a highly skilled and trained workforce.